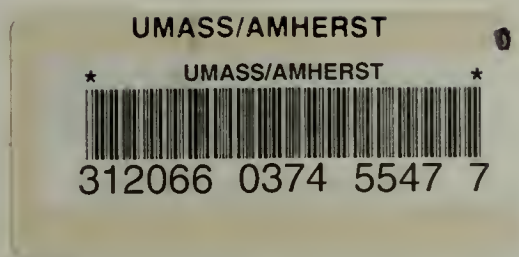


MASS. ED 1.2; C38/998/New Leadership



GOVERNMENT DOCUMENTS
COLLECTION

Proposal submitted to The Massachusetts Department of Education
January 4, 1998

MAR - 1999

University of Massachusetts
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The New Leadership Charter School

And the Urban Education Leadership Institute

Springfield, Massachusetts

A Horace Mann Charter School Developed by
The Urban League of Springfield and
The Massachusetts National Guard

In association with
The Mayor, City of Springfield
The Superintendent of Schools, Springfield, Massachusetts, and
Springfield Educational Association

And in association with
Springfield College, Springfield, Massachusetts
Hampshire College, Amherst, Massachusetts
The University of Massachusetts, Amherst, Massachusetts
Westfield State College, Westfield, Massachusetts

"Excellence in whatever we do"

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I. Applicant Information Sheet

(This sheet must be attached to the prospectus and final application.)

This application is for a (check one):

☐ Commonwealth Charter ☒ Horace Mann Charter

(Please Type)

Name of Proposed Charter School New Leadership Charter School

School Address (if known) _____

School Location (City/Town) Springfield, Massachusetts

Name of Group Applying for the Charter Urban League of Springfield, Inc. & Massachusetts National Guard

Contact Person Charles H. Rucks, Senior Vice President, Urban League of Springfield, Inc.

Address 756 State Street

City Springfield State MA Zip 01109

Daytime Tel: (413) 739-7211 Ext. 108 Fax: (413) 747-8668

E-mail: rucks@unidial.com

The proposed school will open in the fall of school year: ☒ 1998-99 ☐ 1999-00

School Year	Grade Levels	Total Student Enrollment
First Year	7	75
Second Year	7-8	150
Third Year	7-9	225
Fourth Year	7-10	300
Fifth Year	7-11	375

Will this school be a Regional Charter School? ☐ Yes ☒ No

School Districts from which students are expected to come (use additional sheets if necessary):

Springfield, MA _____



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Horace Mann Charter School
Certification Statement

Proposed Charter School Name New Leadership Charter School

School's Current Name

(if different from above) _____

School Address _____ City/Town Springfield, MA

I hereby certify that this application has received approval from a majority of the school committee in the district in which this Horace Mann Charter School would be located. The information submitted in this application is true to the best of my knowledge and belief; and further, I understand that, if awarded a charter, the proposed charter school shall be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, or proficiency in the English language, and academic achievement. This is a true statement, made under the penalties of perjury.

Signature _____

School Committee Chairperson

Date

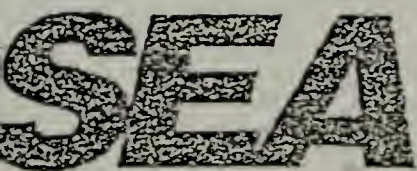
11/24/97

Print/Type Name Michael J. Albano, Mayor

Address City of Springfield, Mayor's Office, 36 Court Street

City Springfield State MA Zip 01103

Daytime Telephone (413) 787-6100 Fax (413) 787-6104



Springfield
Education
Association

"Helping Teachers Teach"

1000 Wilbraham Road
Springfield, Massachusetts 01109
Phone: (413) 782-8300
FAX: (413) 783-8812

December 16, 1997

Scott Hamilton
Associate Commissioner of Charter Schools
Massachusetts Department of Education
One Ashburton Place
Boston, MA 02108

Dear Mr. Hamilton:

As you may know, at the November 13 meeting of our Legislative Board (the policy setting Board of the SEA) the New Leadership Horace Mann Charter School proposal did not receive the union's endorsement. There were a number of serious concerns that the Legislative Board had, and there was no time to answer them. The Legislative Board voted not to endorse the proposal. They also voted to continue a dialogue with the National Guard and Urban League to see if their concerns could be answered because they recognized the potential value in this proposal for the children of Springfield.

For the past two days, we have had extensive discussions with the National Guard and Urban League. The results of the discussion have yielded a proposal that I feel meets the concerns of the Legislative Board, and I will strongly recommend that the Legislative Board vote to endorse this proposal at its January 22, 1998, meeting.

I appreciate the extension of the timelines that you granted to all of us involved in this process, and I believe it has lead to a strong proposal that will have a positive impact for the children of Springfield.

Thank you for your help in this matter.

Sincerely,

Timothy F. Collins
President

cml/hamilton.pre

c: Harold Lane, Chairman of Education Committee
Senator Brian Lees
Robert McCollum, Springfield School Committee
Senator Linda Melconian
Dr. Peter J. Negrone
Representative Benjamin Swan

Abstract

Train up a child the way he should go; and when he is old, he will not depart from it.
--Proverbs 22:6

Our Mission. The mission of The New Leadership Charter School is to develop young people in the seventh through twelfth grades morally, mentally and physically; and to imbue them with the highest ideals of duty, honor, and loyalty. Graduates will be academically prepared to attend any college or university of their choice. They will embody three cardinal principles of leadership—vision, integrity, and compassion.

The New Leadership Charter School Educational Philosophy. We teach leadership in all that we do, by providing a safe, caring, affirming, respectful and challenging developmental education for city youngsters. The New Leadership Charter School combines five components in its educational model: (1) Responsive social and emotional classroom and school environment; (2) Foundational knowledge; (3) Leadership training; (4) Reflective educational projects; and (5) Mentoring and public service. We know that New Leadership Charter School students will address many complex challenges and dilemmas of the twenty-first century in ways that we cannot fully anticipate now, but which always will involve the nature of leadership.

Important Goals and Educational Outcomes. The New Leadership Charter School provides an ambitious character based, holistic, ethical college preparatory curriculum, always moving toward the twin goals of academic excellence and personal leadership. At graduation, New Leadership Charter School students will achieve academic success at least grade-equivalent in all major subjects (English and English literature; Science and technology; Mathematics; History and Social science; and World Languages), as measured by standardized achievement testing, Advanced Placement test scores, and Scholastic Aptitude Tests. New Leadership Charter School students also will pursue excellence in the following areas of cultural life: athletic endeavors, music, art, craftsmanship, ethical, moral and civic life, public speaking, writing, communications, and public service.

New Leadership Charter School students will learn the meaning of, and demonstrate skills in, leadership and self- and group motivation, measured during one- to two-week leadership training exercises.

Narrative Summary

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a dream today!

--The Rev. Dr. Martin Luther King, Jr. (1929-1968), on the steps of the Lincoln Memorial, 1961

Mission and Vision. The mission of The New Leadership Charter School is to develop young people in the seventh through twelfth grades morally, mentally and physically; and to imbue them with the highest ideals of duty, honor, and loyalty. Graduates will be academically prepared to attend any college or university of their choice. They will embody three cardinal principles of leadership—vision, integrity, and compassion.

The New Leadership Charter School will provide Springfield and the Commonwealth with a secondary school that promotes high levels of academic attainment and leadership skills. We believe that all young persons can attain academic excellence through their hard work in fundamental studies and in experiences that broaden and amplify their knowledge of the world and our culture. We believe that all young persons can attain and demonstrate high levels of personal leadership, as evidenced in their vision of self and others, integrity of values, and compassion toward oneself and others. The parents of young people and the faculty of The New Leadership Charter School will promote high standards of foundational and reflective academic studies, active physical training and leadership skills, and life-long public service. The faculty of The New Leadership Charter School promises a caring, respectful, and joyful “school family” in which young persons can achieve the twin goals of leadership and academic excellence.

When young persons graduate from The New Leadership Charter School, they will have a confidence, demeanor, and dignity that speaks well of them, their families, their community, and their efforts to meet the challenges of the twenty-first century. They will have a foundational knowledge in five major areas (English and English literature, Mathematics, Science and technology, History and social science, and World Languages) sufficient to score at least grade-equivalent on standardized testing. They will be physically fit. They will be able to share their joy with the world, through creative and performing arts, and personal service to others. Through their leadership capabilities, they will exhibit a commitment to the communities of people around them. They will have a personal cohesion and stability that enables them to overcome the buffeting and temptations of life which all persons encounter on their roads to success.

Statement of Need.

By wisdom a house is built, and by understanding it is established.

--Proverbs 24:3

The objective evidence for the need for a new charter school is found in the school district profiles of the Office of Education. By the 12th grade, Springfield youngsters taking the Scholastic Aptitude Tests scored 363 points of 800 possible on the Verbal subtest—placing the *average* Springfield college bound youngster in the bottom 33% of all Board-taking youngsters¹. The results are almost as poor on the Math subtest, on which the average Springfield college-bound youngster scores in the bottom 40% of all Board-taking youngsters². When compared to suburban youngsters, the average Springfield student scores two standard deviations lower, roughly equivalent to a 70% chance of being below an average Longmeadow college-bound student³.

Other objective indicators of need can be found in MEAP Level 3 and Level 4 performance. Twelve percent of Springfield youngsters read at grade level in the 10th grade, 10% in math, 11% in science, 9% in social studies, and 3% in writing⁴. One-third of all Springfield students do an hour or less of homework a night, a rate three times that of suburban schools.

Anecdotal evidence of the failure of the Springfield schools to meet the educational needs of young people comes, ironically, from the Springfield Education Association's own Horace Mann proposal: "...the end result is mediocrity⁵." (At a recent meeting of the Hispanic Educators' Association, we found no Hispanic educator in the audience whose children were attending the Springfield schools—in a system that is 38% Hispanic).

Considerations of race and ethnicity amplify the problem of student underperformance in Springfield. At the second or third grade African-American and Hispanic children begin testing lower than do white children in the same classroom, often in the next row of desks. This progressive displacement looms larger as the child matures. By the tenth grade African-American and Hispanic youngsters test two or more years behind their classmates and even further behind suburban youngsters. This finding is one of the most durable of all findings in educational research, and dates back as far as James Coleman's

¹ Springfield, School District Profile, Executive Office of Education, 1993 data. Published 1995, the latest date for which we have information.

² Ibid.

³ Longmeadow, School District Profile, Executive Office of Education, 1993 data. Published 1995, the latest date for which we have information.

⁴ Springfield, School District Profile, Executive Office of Education, 1994 data. Published 1995, the latest date for which we have information.

⁵ The Horace Mann Baccalaureate Charter High School, Springfield Education Association, xerox copy, p. 5, n.d., submitted 1997.

Equality of Educational Opportunity, published in the early 1960s. At that time it was thought that uneven racial performance might be a holdover from decades of segregated educational opportunity.

When young people make college decisions, the gap is so wide that city children, as a group, and racial minorities, as selected groups, can *never* cross the same range of educational experiences as those young persons going to college from the suburbs. This cumulative, progressive disenfranchisement of city and minority children mocks the wishes of the Commonwealth's first Secretary of Education, Horace Mann, who wished that all children could have equal opportunity for advancement through education.

Today's society further complicates the needs of the children, who live in a community now very different from that of the more hopeful early 1960s. Many more children in the 1990s are from single parent, women-led and economically compromised families. Many of our region's manufacturing and industrial plants, such as Uniroyal, and the machine and armament shops, have left or been abandoned, and with them the stable employment base for undereducated but willing workers. In a technology sea change that saw the bottom fall out of the mid-sized computer market, three important local Digital plants were swept away. The city became a focus for imported illicit drugs and seemed incapable of stopping their side effects. Socially disruptive illnesses have swept through the city, jeopardizing family integrity and personal safety.

During these same four decades the knowledge and economic base of Springfield has become more technical, more computer-based, more fast-paced. Remaining industries such as Merriam-Webster, Milton Bradley, American Saw and Manufacturing, and Baystate Medical Center cannot depend on undereducated workers, no matter how willing they may be. The young person's future lies in his or her educational attainment. Our region's economic health lies in his or her educational attainment.

We need, therefore, to develop a school that addresses the problem of progressive and cumulative educational displacement of city children, before they get to the age at which the differences become insurmountable. We need a school that addresses the social, emotional, cognitive, and relational needs of the children. We need a school that promotes hope, character development, hard work, academic achievement, cooperation, personal responsibility, and the social good.

Most importantly, we need to develop a school that offers an alternative vision of what city youngsters can become—that is, true leaders. We want a school that holds young persons to be absolutely indispensable in society, to be looked upon and followed, because of the substance of their character and their knowledge of people, human needs, and our culture.

We need a school that guides young people to become leaders—with vision, integrity, and compassion.

Why is a charter necessary?

The time is always right to do what is right.

--The Rev. Dr. Martin Luther King, 1965.

Five reasons make a charter necessary.

(1) We observe insufficient system-wide innovation in the face of this obvious, serious, longstanding, and progressive disenfranchisement of city and minority children. The cumulative educational displacement of city and minority youth undermines and ultimately compromises the democratic aims of public education.

(2) The Urban League and the Massachusetts National Guard bring resources that cannot be applied without charter standing.

(3) To develop academic excellence and leadership requires a great deal of time, hard work, and new efforts. We need a very different educational format in which to demonstrate our prototype. Current work rules and scheduling rules within the Springfield school system prohibit asking teachers and students to work and relate to each other differently—not to say harder, longer, and smarter.

(4) A Horace Mann charter allows the school to innovate within the current educational system.

(5) The New Leadership Charter School serves as a prototype model for other Urban League-National Guard efforts across the country. We intend to replicate this model. The founding members of The New Leadership Charter School intend to influence the larger educational system, to provide a better opportunity for all youngsters in school.

Does sufficient demand exist for The New Leadership Charter School? We know of no school in this area that aims deliberately at both academic and leadership excellence. No public school makes personal responsibility and perspective a core part of their program. The New Leadership Charter School program is not duplicated in any setting that we know of.

Even though dozens of young people in the city wish to attain academic and leadership excellence, very few, if any, city youngsters ever have an opportunity to develop these skills in a conscious, planned way *with a group of peers* who also are working on these tasks. Stand-alone athletic competition and extracurricular activities do not and cannot make a comprehensive program.

Can we estimate that young people will come? When parents and young people understand the challenges and outcomes of the program, we think we will have many more applicants than positions. As parents have become more aware, we have had increased inquiries. We note that one charter school in Springfield could double its enrollment tomorrow, if it had space.

The Educational Program

The educator must above all understand how to wait, to reckon all effects in light of the future, not the present.

--Ellen Kay (1849-1926), Swedish author, *The Morality of Women* (1911)

Educational Approach and Philosophy. We believe that all children have an innate curiosity and desire to learn; wish intensely to belong to a family, society and group; and care deeply about whether they matter to other people and to society.

As part of development, however, city children face specific risks to identity consolidation which are not borne by the larger or suburban population. Identity formation and consolidation—the central developmental task of these years—becomes more complicated for these young people. Precisely the time at which the educational gaps of city vs. suburban and minority vs. non-minority become irreversible, these specific risks become “cemented” in identity formation at the ages 12 through 18. This tragic coincidence of insurmountable educational gaps with risk-filled identity formation amplifies the danger to the child of feeling like not “belonging” and not “counting” in the larger society. Other social and educational reflections to the young person create further confusion and alienation, themselves extra hazards in the youngster’s identity formation⁶. In this situation, even those children who are not behind grade level, who likewise want to count and belong, suffer problems in their own identity consolidation⁷.

We believe, therefore, that we must adopt a “can do” “nothing is impossible” efficacy model in our educational approach and philosophy⁸. Whether or not an average child is below grade level is immaterial: we must discern the young person’s preferred learning style and use every resource toward the youngster’s success and positive identity consolidation. Demonstrating success and leadership in all activities, every moment, every encounter, every lesson, every resource is a chance to create an upbeat, positive, care-filled future. We plan to create excellence in all that we do.

We plan to succeed in our mission by following these philosophic elements in the school:

⁶See Beverly Daniel Tatum (1997), *Why are all the black kids sitting together in the cafeteria? And other conversations about race*, New York, Basic Books.

⁷ Elaine Pinderhughes has spoken of the persistent and damaging effects of class and race in compromised identity formation (Pinderhughes, E. (1989) *Understanding race, ethnicity, and power*. Free Press, New York). Non-minority children often feel helpless to fix the situation with classmates whom they may have known for years. Also, non-minority children can develop divisive beliefs that can persist into adulthood.

⁸ Two wonderful examples of in-place efficacy models are the Harriet Tubman Elementary School in Newark, N.J. (Delores Ottie, Principal) (*Boston Globe*, 23 September 1996, A1; A30); and the Frederick Douglass Academy in Harlem (Lorraine Monroe, Principal). (Monroe, L. (1997), *Nothing’s impossible: Leadership lessons from inside and outside the classroom*. Times Books, New York.)

A "can do" efficacy attitude;
Respect demonstrated daily toward the young people;
Respect demonstrated daily from the young people;
An inquiring attitude toward the youngsters' innate curiosity and learning potential;
A community-, family-, and classroom-based method of being known and knowing others;
Clearly stated and commonly articulated standards for being known and valued, and knowing and valuing others.

Sources for the curriculum. The New Leadership Charter School provides a rigorous, reflective, responsive, and exacting education for all young persons, so that they can become leaders in the school and community, now and after graduating.

We emphasize social and emotionally responsive classrooms, foundational knowledge, reflective academic studies, active physical training, including leadership training, and public service to others. We also emphasize close working relationships with parents or guardians and other family members.

We have investigated a number of curricula for our program. Not surprisingly, we have found that we must combine elements from five curricular statements in order to arrive at our goals.

(1) A Responsive Social and Emotional Environment⁹. The social curriculum promotes commonly shared social, cultural, and intellectual strengths. In so doing, this socially and emotionally responsive classroom and school give the young person a moral context in which to base his or her best efforts. Why do students "work" at school? Why "should" they work? We find that youngsters excel when they feel they matter, when they see a purpose, and when they fit into a moral context.

Socially responsive classrooms always involve active caring, detailed organization of meetings, activities, rules, choices, consequences, guided discovery, and accountability—to oneself and to the classroom community (and by extension, to the family and to the larger community). Socially responsive communities care about what children need to learn and *how they learn*. Socially responsive communities care that teachers and children have time to explore actively their tasks, to experiment, to solve problems, to make fruitful mistakes, to inquire, to ask thoughtful questions which may have more than one answer and which lead to an understanding of how each child thinks. In New Leadership Charter School classrooms, young person's ideas, creations, discoveries, and behaviors are valued and displayed around the room and school. New Leadership

⁹ Charney, R.S., M.K. Clayton, & C. Wood, *Guidelines for the Responsive Classroom*, Northeast Foundation for Children, Greenfield, MA, 1997. This is one of several publications used by the Foundation in creating socially and emotionally responsive classrooms.

Charter School teachers have time to observe their young persons at work, exploring ideas, dreams, ways of thinking, feelings, and conflicts¹⁰.

Here are some examples of how we create this moral climate for young people: How shall we greet each other in the morning? Can we "introduce" each other in detail? Do we know how the other person feels or thinks about something? Can we extend congratulations for valued work? Do the young people merely "sit in a row," not know each other, feel unknown by the person in the next chair? Do the young people have the ability to speak to the whole group? If a boy or girl has a chance to "have the floor," what is their thinking like? Can young people "brainstorm" together? Do youngsters get tangled up with various egocentric power displays? Do young persons know how to listen to each other?

We create the axiomatic ethos of The New Leadership Charter School by using emotionally and socially responsive activities on a twice-daily basis. These experiences set the context for all other learning and create the moral imperative for all other learning.

(2) Fundamental Curriculum. We believe that the curriculum must reflect our wish that New Leadership Charter School students be able to understand and communicate about the major intellectual concerns of the culture, at least consistent with students' grade level. We reviewed a number of fundamental curricula, including the Commonwealth curricula statements¹¹, The Edison Project¹², E.D. Hirsch's "core knowledge"¹³, and the Mid-Continent Regional Educational Laboratory (McREL) curriculum statements.

The New Leadership Charter School will use the Mid-Continent Regional Educational Laboratory's curriculum standards, which have been tested and promoted by the Association for Supervision and Curriculum Development and can be implemented from

¹⁰ Other examples of socially and emotionally responsive curricula include Expeditionary Learning curricula. See, for example, *Expeditionary Learning Outward Bound, Evidence of Success* (1997), Cambridge, MA; Udall, D., & A. Mednick (Eds.) (1996), *Journeys through our classrooms*, Kendall/Hunt Publishing, Dubuque, IA; Mednick, A., & E. Cousins (Eds.) (1996), *Fieldwork: An Expeditionary Learning Outward Bound reader, Vol. 2*, Kendall/Hunt Publishing, Dubuque, IA.

¹¹ *Making connections through world languages* (Department of Education, 1996); *Mathematics curriculum framework: Advancing mathematical power* (DOE, 1997); *English language arts curriculum framework* (DOE, 1997); *Science and technology: Owning the questions through science and technology* (DOE, 1997); *History and social science curriculum framework* (DOE, 1997).

¹² *Student standards for the Junior Academy* (1994). The Edison Project, New York. This curriculum guide was compiled with the advice of over 65 national consultants and represents a significant effort to incorporate curriculum from a developmental standpoint. There are several Edison-based schools already in the charter school fold in Massachusetts, including Boston Renaissance.

¹³ *Core knowledge sequence. Content guidelines for Grades 7 and 8* (1997). Core Knowledge Foundation, Charlottesville, VA. There are four Core Knowledge schools already approved in Massachusetts, including Morse School (Cambridge), Benjamin Franklin Classical Charter School (Franklin), South Shore Charter School (Hull), and Community Day Charter School (Lawrence).

within a variety of textbook publishers' offerings¹⁴. The McREL document supports 225 standards and 3,968 benchmarks, which are derived from a compilation of 116 national and state-level subject area curricula—and thus forms the most comprehensive curriculum standards in America.

After the tenth grade, we intend to add the Educational Testing Service Project 2000 Curricula¹⁵, which are keyed to college pathways.

In the fundamental curriculum, The New Leadership Charter School will teach

1. Math
2. Science and technology
3. English and English literature
4. History and World History
5. World Languages (Latin, Spanish and French)
6. Physical Education and Well-being
7. Music and Performing Arts
8. Art and Decorative Arts

Our intention is to have an integrated, flexibly scheduled fundamental curriculum. These studies will comprise about 75% of our efforts.

(3) Leadership Training.

All of the great leaders had one characteristic in common: it was the willingness to confront the major anxiety of their people in that time.

--John Kenneth Galbraith, U.S. economist, *The Age of Uncertainty*
(1977)

Perhaps in His wisdom the Almighty is trying to show us a leader that may chart the way, and that many leaders and many peoples must do the building.

--Eleanor Roosevelt (1884-1962), April 16, 1945

The New Leadership Charter School wishes to develop young persons who have the following leadership characteristics:

- Able to plan a course of self-discovery.
- Responsible for one's own learning.
- Able to demonstrate intimacy and caring in a healthy way.
- Able to collaborate and compete with others in their group,

¹⁴ Kendall, J.S., & R. J. Marrzano (Eds.) (1997). *Content knowledge: A compendium of standards and benchmarks for K-12 education* (2nd ed.). Association for Supervision and Curriculum Development, Alexandria, VA.

¹⁵ *Pacesetter Curricula, Videos, and Scoring Handbook* (1997). The College Board, New York.

- Responsive to both diversity of all cultures and the need to include all others.
- Capable of owning their wonderful ideas.
- Making productive use of solitude and reflection.
- Able to serve others with compassion.

We plan to add a specific component to the curriculum through our involvement with the Massachusetts National Guard. Other groups also will be involved, including Camp Atwater, the 75-acre facility owned by the Urban League of Springfield. In each of six years of enrollment in the New Leadership Charter School, each youngster will participate in four one-week training sessions for outdoors physical leadership, to include activities such as:

- Confidence building, developing trust, promoting group cohesion (e.g., ropes training);
- Team building, mission development, team integration, overcoming obstacles (able to understand missions and goals, to communicate clearly with others, to use available resources, to take charge, to use ingenuity, persistence, and flexibility, to avoid unnecessary physical involvement, and to build teamwork); and
- In-depth studies of single themes or topics while involved in fieldwork. (For instance, these activities may include long-term investigation of pond or wetland biology, developing a play or musical about urban life, orienteering in the White Mountains in New Hampshire, riding the Underground Railroad to Montreal on bicycles and staying at local churches, or whitewater rafting in the Connecticut River valley).

We believe that these outdoors, physically oriented, in-depth activities are central to the leadership development of each student. We plan to evaluate students based on their individual and group performance, with standards based on character, work habits, communication, quantitative reasoning, scientific thinking and reasoning, cultural, geographic, and historical understandings, specific leadership skills such as task understandings, organization, supervision, plan refining, session review, and fitness.

(4) Reflective Educational Projects. We value core foundational knowledge and cannot escape the importance of knowing technical things. Yet in much of life, messy and confusing problems often defy technical solutions. These human, messy problems interest us greatly and imply that all persons have the capability of being creative. In the twenty-first century, our young persons will entertain questions of great human concern: how to make a faster computer chip with fewer instructions, how to make an older person feel hopeful in the presence of illness, or how to create music that expresses our heartfelt wishes and feelings.

In these complex problems each person, each expert, brings a particular frame to these questions, selects different facts, and makes different sense of what they notice.

A competent and reflective student reconciles his or her technical knowledge—whether math, or music, or whatever—to conflicting views of confusing problems. This competent student will have to construct a coherent problem worth solving. This student

will have to have an appreciation of the uncertain, the indeterminate, the unique, and those solutions that present value conflicts.

What are some examples of these sorts of problems? We are planning to include semester long projects that investigate difficult and confusing questions, such as, What is “time”? What “causes” some plants to flourish in wetlands, and others to wither? What did DuBois mean when he said race is the question of the 20th century?

By the 12th grade, we expect that all New Leadership Charter School students will be able to conduct independent investigations of complex, relational problems. We expect our students to rely on technical knowledge and to formulate multiple perspectives to answer their important questions.

(5) Mentoring and Community Service.

The first step in the evolution of ethics is a sense of solidarity with other human beings.

--Albert Schweitzer (1875-1965) French philosopher, physician, and musician, *Selected Quotes* (1961)

Compassion is the antitoxin of the soul. Where there is compassion even the most poisonous impulses remain relatively harmless.

--Eric Hoffer (1902-1983) U.S. philosopher, *Reflections on the Human Condition* (1983)

We plan to use mentors for each young person at The New Leadership Charter School. Mentors volunteer their time and develop a sense of responsibility with the young person.

In turn, we expect each student to become a mentor within the school, and to demonstrate responsibility, caring, and trust with the younger students.

We also plan that all students between their 11th and 12th grade year will join a public service project with Oxfam—America in French-speaking West Africa where Oxfam has service projects¹⁶. The New Leadership Charter School plans this project as the capstone of leadership training, and we expect that all young persons will participate in this project.

¹⁶ Oxfam—America is one of six Oxfam organizations throughout the world. Originally started after World War II in response to continent-wide starvation in Europe, Oxfam has provided technical assistance, project development, and famine relief throughout the world. Oxfam—America has special interests in French-speaking West Africa.

Educational Theory and Methodology, and School Design.

We are interested in developing creative and critical thinking in young persons. We hope to provide exciting, thought-provoking, and challenging experiences to our students. Some of the major theoretical perspectives include:

- (1) A developmental perspective in terms of young persons' identity, learning and growth;
- (2) A social learning environment that emphasizes personal responsibility and accountability to the self and the group;
- (3) An ethical imperative that requires mutual respect among the students and faculty;
- (4) A holistic and character-based personal outcome that contributes to the development of leadership;
- (5) A cultural perspective that acknowledges the fundamental curriculum and its value to all students.
- (6) A success-oriented efficacy model of student work and achievement.

The New Leadership Charter School methods include:

- (1) Twice daily community meetings.
- (2) Daily teacher-led group and tutorial instruction. The instruction will include daily goals and attainment standards in each subject. We expect clear benchmarks and standards in each subject, so that student progress can be monitored effectively.
- (3) Daily peer support, reinforcement, and mentoring to each other.
- (4) Daily use of technological supports, such as computers and Email.
- (5) Daily and immediate feedback on work performance (e.g., through the computer and Email)¹⁷.
- (6) Weekly Email letters from teachers to parents.
- (7) Biweekly comments between parents and teachers¹⁸.
- (8) Periodic school-wide convocations and assemblies to meet with national and regional leaders¹⁹.
- (9) Formal individual and group testing and assessment with all students in all the major subjects, on weekly, monthly, and semester basis.

¹⁷ One feature of "successful schools" in poor areas is the immediacy of feedback to the youngsters. The Economist, 1 December 1997, reports on a school in the poorest section of London that raised scores nearly 2 grade-equivalents in one year with rapid and immediate feedback in the classroom.

¹⁸ Our goal, based on Dr. James Comer's program in New Haven, is to have teacher-parent contact at least 12 times a semester.

¹⁹ We have begun contacting national and regional leaders to set up our convocations. We cannot name these people now (because we do not have firm commitments). Nevertheless, once we have the charter, we are going to speak with the following: (1) An international director of a major relief program; (2) A national director of a child advocacy group; (3) A national and emblematic senior civil rights leader; (4) A sitting member of Congress; (5) A director of a national civil rights museum; (6) A nationally known psychiatrist whose work includes work with children in stress or under violence; (7) A nationally known director of a civil rights education project; (8) A nationally known arts performer; (9) A nationally known educator and performer.

- (10) Individual and group “debriefing” following Leadership excursions.
- (11) Weekly outside adult mentoring and encouragement.
- (12) Faculty-wide conferencing on particular students, as part of the weekly Faculty Meeting.

Assessment of Student Performance. The New Leadership Charter School believes that standardized testing gives the “bottom line” data that indicates whether our program is successful or not—and whether it should be continued or ended. We intend to score well on all forms of standardized testing.

We will conform to the Springfield school system’s testing plan, which includes:

6th Grade: formal performance testing in reading, math and science. The test is not yet chosen by the school system. This serves as a “baseline” assessment of all of our students. If the assessment is not available or indicates the presence of significant difficulties (-2 grade equivalents), The New Leadership Charter School will administer an individualized assessment in the summer program between the 6th and 7th grades (probably the Weschler Individual Assessment Profile). The New Leadership Charter School will not use tracking in assigning youngsters to particular classes.

7th Grade, Iowa Test of Basic Skills.

8th Grade, MCAS, required by state law.

9th Grade, Iowa Test of Basic Skills.

10th Grade, MCAS, required by state law; and PSATs.

11th Grade, formal performance testing in reading, math, and science. The test is not yet chosen by the school system. Also, SATs.

12th Grade, final SAT testing and AP testing.

The New Leadership Charter School also proposes multiple forms of assessment and from three perspectives (student, teacher, and parent). In line with curriculum guidelines and stated objectives, students will be assessed with formal tests, quizzes, and papers, along with portfolio assessment of student-centered projects, presentations to the school community, and group projects.

We plan individual assessment of leadership training, music, art, and physical fitness. The leadership training also requires “after training” group assessment of individual and team performance.

We also expect students to assess the school’s activities and program in the Community Meetings, through written comments, and other documentation.

For a synopsis of the specific skills and benchmarks in the curriculum, please see Table 1, Appendix. In this table we have summarized the most important features of the 7th grade curriculum.

The faculty will engage in broad mid-year and end-of-year assessments, so that the Director and Teachers can make changes across the years. We plan to document our successes and challenges.

Special Education. The resources and curriculum of the New Leadership Charter School will accommodate students with special needs. The New Leadership Charter School will not have separate resource rooms, but will concentrate on addressing special needs within the mainstream class. The New Leadership Charter School will use a variety of educational strategies for youngsters with attention deficit disorder (e.g., shortening assignment length, varying task and time orientation). The teachers will promote a social and emotional structure for the classroom that allows the youngster to take ownership of his or her own behavior, demonstrate self control, self respect, and enhanced leadership.

Bilingual Education. The New Leadership Charter School will accommodate students from diverse cultures and backgrounds. Our approach is to use special emphasis on English as a second language for those students who are primarily monolingual in another language. We believe that primarily monolingual entering students must have attained some English vocabulary, sentence and word order structure in order to do well in the first year of school. We plan to use the English Readiness test to help us understand better how to structure the youngster's language program.

The New Leadership Charter School expects to graduate multi-lingual youngsters. We believe French will be central in preparation for our service project in West Africa.

School Calendar, Schedule, and Use of Time. We understand that we cannot bring young people from one to two grade-equivalents below standard to one grade-equivalent advanced in our six year program without also asking students and parents to work harder, work longer, work smarter, and to become more focused on their educational challenges.

Thus, the New Leadership Charter School proposes a 230-day school year, using a 5 + ½ days per week schedule, including Saturday mornings. (We will not have Saturday classes before three-day weekends or vacations.) We plan to begin at 8:00AM and finish instruction at 2:15 PM. Physical training will go until 4:00 PM. Students and faculty will reconvene for a final Community Meeting at 4:00 PM and dismissal is at 4:30 PM. The New Leadership Charter School students will have daily physical exercise and four one-week experiences in leadership training per year. We plan a snack break and sit-down family-style luncheon during the school day.

We may need some time to build to our benchmark level of two hours of homework per night in the 7th grade, but we will attain this by the end of the first quarter.

The New Leadership Charter School will use multi-year teaching. We propose to have teachers follow their students for at least two years, through each of the two-year curriculum sequences (7th/8th, 9th/10th, and 11th/12th grades).

Physical training is required and will include the skills necessary for upcoming leadership exercises, and also for team sports. We are negotiating currently to have school-wide tennis and basketball as our two primary team sports. (These sports are both developmental and can be played by both boys and girls.)

The school year starts the first Tuesday after the Fourth of July, and continues for 35 half-days in the summer. During that time we expect to arrive at an appropriate individualized educational plan for all entering 7th grade students. (In the 7th grade and all subsequent summers, the students will have educational tasks assigned to them.) Also, since we begin Leadership instruction in the summer, no students can be admitted after the summer program is over. Academic instruction in the summer runs from 8:00 AM to 10:30 AM, at which time we will have physical exercise until Noon dismissal.

The dates of our Leadership training “away experiences” are spread throughout the year. The Massachusetts National Guard will provide all transportation, food, and training for these training activities. Experienced and capable trainers will lead the Massachusetts National Guard training sessions. Many of these trainers have done hundreds of repetitions of the activities that we will do (such as rappelling) and are taught to prevent unnecessary physical risk to trainees.

Accountability.

A little learning is a dangerous thing.

Drink deep, or taste not the Pierian spring.

--Alexander Pope (1688-1744), English poet and writer,
An Essay on Criticism (1732).

We have outlined some methods by which The New Leadership Charter School will define and measure academic success. We accept the notion that standardized test results are the “bottom line” of our accountability, to the Commonwealth and to our students, in terms of “claiming” success. Nevertheless, we also plan to use

- Portfolio assessment, which emphasizes the individual and unique characteristics of the young person’s mind and the questions at hand;
- Teacher- or instructor-based quizzes, tests, and reviews;
- Teacher- or instructor-based ratings and observations of student performance;
- Student based journal writing.

In the accompanying Table 1 in the Appendix, we have outlined 54 specific Accountability Standards for the Leadership, Math, Science, English, World Languages, History, and Art and Performing Arts at the 7th grade or 8th grade levels. We encourage readers to look at this Table carefully, because in this table we list the clear, measurable student performance objectives and the resources and methods brought to bear.

School Environment. The New Leadership Charter School will have a positive, success-oriented, affirmative and challenging atmosphere. We expect young people and teachers to work hard, learn effectively from each other, and to respect each other. We intend to work from the heart, with our heads.

The New Leadership Charter School will have a dress code. We will have an honor code, predicated on personal honesty and integrity.

The New Leadership Charter School will have the following expectations of all students:

- (1) All students will attend school daily and punctually. All students will attend classes all day. We will not have “off campus” meals.
- (2) Students will move quickly from class-to class, enter classrooms quietly, and begin work immediately.
- (3) Students will be prepared to work everyday, with proper learning equipment.
- (4) Students will do homework nightly. There will be homework help made available.
- (5) Students can eat during regular snack and lunch times. Chewing gum and candy are not allowed.
- (6) Students will not use radios, walkmen, beepers, cell phones, or personal games in school.
- (7) We expect all persons to be neat in appearance and in their work.
- (8) Physical and verbal violence are not acceptable. We expect people to disagree respectfully.
- (9) New Leadership Charter School students respect their equipment, the school, school property, and the buildings and equipment we are loaned.
- (10) We expect all students to wear their clothes according to the dress code. Hats will not be worn inside the buildings.

No bathroom passes will be given during the first 15 minutes or last 10 minutes of a period.

In the first several years, adults in The New Leadership Charter School community will speak pro-actively about honesty and personal integrity. We expect that by the 12th grade students will be largely responsible for implementing the honor code and school rules. The Honor Code Standing Committee (described under Governance) will help draw attention to appropriate student behavior. Consequences for infractions involve conferences with the teacher, parent, and director.

We intend to invite other educators and outside reviewers to join us in our self-evaluation efforts. We welcome the evaluation and accountability interests of our partners.

Enrollment. We are planning on 75 students per class. We plan to build the school one year at a time, until, at the end of the sixth year, we graduate our first class. By the sixth year, we will have 450 students enrolled in The New Leadership Charter School.

Because we anticipate more than 75 applications, enrollment is by lottery, according to the state law.

We plan to recruit in the city through several sources: churches, the print media, the Urban League's Community Awareness radio program. We will schedule information sessions to ensure that parents of all city youngsters served by the Urban League are made aware of this school. Parents and students will attend pre-application information sessions to understand the commitment they are making to their youngster's progress.

We cannot accept students after the summer program has started, because the first seven weeks of school set the moral and academic tone for the year.

Leadership and Governance.

I would not give a fig for simplicity this side of complexity, but I would give my life for simplicity on the other side of complexity.

--Oliver Wendell Holmes, Sr. (1809-1894), American physician and writer, 1858

An independent board of directors will govern the New Leadership Charter School. We are looking for local leaders who have a clear educational vision, competence, commitment to the children of the city, and the time to commit to this new school.

The Nominating and Board Effectiveness Committee shall consist of:

Henry M. Thomas, III	President and CEO, The Urban League of Springfield, Inc. Attorney and civic leader.
Maj. General Raymond Vezina	The Adjutant General, Massachusetts National Guard.
John Davis	President and CEO, American Saw Manufacturing Corporation. Businessman.

The Board shall consist of seven members, including a parent of a current student, and, in the future, a graduate of The New Leadership Charter School. The Board shall use at least six Standing Committees to assist its governing of the school:

- Financial Standing Committee (preparation of budgets and a five year capital expense plan, and financial development of outside grants);
- Facilities Standing Committee (operation of the physical plant of the school, coordination with outside facilities such as Springfield College or other training facilities);
- Parent and Community Support Standing Committee (administration of the parent involvement program, mentors, outside activities, assessment of school program);
- Curriculum Standing Committee (selection of curriculum and learning opportunities for the student body);
- Teacher and Urban Education Institute Standing Committee (teacher selection, training, professional development);
- Honor Standing Committee (responsible for implementing the school's honor code).

Each standing committee will have seven members. We plan to have trustees, parents, and community members who can assist in the vision and mission of the school.

The tasks delegated by the Board to the Standing Committees will be well formulated in documented policy statements. The Board will assume control over financial resources and records, the wise supervision of members of the standing committees, and the personnel records of employees. The Board's responsibilities shall include the ratification of the school's goals and desired outcomes, strategic alternatives, and significant problems that may involve school personnel, including the Director, and all matters of finance and new positions in the school.

The New Leadership Charter School also will have parent "task groups," whose job shall be to enhance parent commitment to the goals of youth leadership, through school-related activities such as participation in school activities, bake sales, service, and parent-teacher dinners.

The Director/Headmaster will be a non-voting member of the Board. This person is directly responsible to the Board for the implementation of the mission of the school, within the Board-approved policies. The Director/Headmaster will have authority to hire teachers within the constraints of the budget. The Board will be responsible for all terminations. The Director/Headmaster must foster clear lines of responsibility, roles, and accountability within the faculty. This person must have the following qualities:

- (1) Experience with children and adolescents in educational settings;
- (2) Position-taking and envisioning leadership skills in the lives of children and adolescents;
- (3) An understanding of and capacity to deal with educational issues and the identity concerns of a diverse student body;
- (4) Demonstrated experience of "servant leadership" (able to clearly share power and decision making, good team-building skills, without being ambiguous or indefinite) but with "firm leadership" in crisis or difficult situations;
- (5) Ability to anticipate, envision, and plan into the future or into uncharted territory;
- (6) A clear understanding of racial and cultural concerns;

- (7) Advanced educational training commensurate with the responsibilities of the position.
- (8) Ability to communicate effectively with supportive resources outside the school, including the Massachusetts National Guard, Springfield College, Hampshire College, University of Massachusetts and Westfield State College.
- (9) Ability to plan and implement a fund-raising plan for school development.

We expect the faculty to be involved actively in program planning and budget making, as well as the setting of goals and outcomes for each year's self-assessment.

At the third year The New Leadership Charter School will hire a director of operations and finance, to assist the Faculty and Director with budget construction, procurement, and implementation.

The New Leadership Charter School expects to use partial management services of the Springfield school system to handle some repetitive and non-policy related matters, such as payroll and purchasing.

Capacity: A Unique Partnership and Alliance. Two partners have contributed to the formation of The New Leadership Charter School: The Urban League of Springfield and the Massachusetts National Guard.

The Urban League of Springfield is one of 115 affiliated city chapters of the national Urban League, which has three simultaneous goals: (1) The academic and social development of all children, (2) Economic self-sufficiency for all people, and (3) The promotion of racial harmony. The Urban League exists to make economic and social justice available to all persons.

Composed of 16,000 citizen soldiers, the Massachusetts National Guard serves the citizens of the Commonwealth and the nation by providing civic leadership, emergency assistance, and, in times of national peril, military force.

The Urban League of Springfield and the Massachusetts National Guard provide unique capabilities and leadership for urban youngsters. In creating an educated, capable, and democratic citizenry, The New Leadership Charter School serves the mission of both partners, as well as the needs of the community and Commonwealth.

The New Leadership Charter School serves as a model for the National Urban League's Youth Development and Academic Achievement Initiative and the Pentagon's attempt to assist local community educational development. We expect that The New Leadership Charter School will lead to the creation of other schools like this around the country.

Founding Members' Experience. Five persons constitute the Founding Members of The New Leadership Charter School.

Henry M. Thomas, III. Mr. Thomas is President and CEO, The Urban League of Springfield. The Urban League is very involved in youth achievement and academic

development. It is a visible and vocal advocate for these programs in the community of greater Springfield. A native of Springfield, Mr. Thomas graduated from American International College and Western New England College of Law. He has a Master's degree in human resource development and received an honorary doctorate from Westfield State College. He and his family reside in Springfield. His wife is an educator and they have two children in the Springfield school system.

Major General Raymond Vezina. General Vezina is the highest-ranking officer in the Massachusetts National Guard. He graduated from Worcester High School (the former Assumption Preparatory School) and received a bachelor and MBA degree from Anna Maria College. Before becoming the Adjutant General, General Vezina has attended several military schools and held key positions in Plans, Operations, Training, and Military Support. His military decorations include the Legion of Merit, Army Commendation Medal with oak leaf cluster, and Army Achievement Medal. He lives in Shrewsbury with his wife and two daughters.

Charles H. Rucks. Mr. Rucks is Senior Vice President of The Urban League of Springfield. He also is a native of Springfield. He graduated from Springfield schools to graduate from the Naval Academy and served 17 years as an officer in the U.S. Marines in worldwide assignments. Upon his departure from the Marines, Mr. Rucks received his MBA from Cornell University. He worked at Digital Equipment Corporation until 1996, when he joined The Urban League. Mr. Rucks serves in many civic capacities in Springfield, including that of a volunteer basketball coach at the Dunbar Community Center, and as deacon and trustee of his church. He lives in Springfield and he has one daughter.

Stephen Armstrong, Ph.D. Dr. Armstrong is a board certified clinical psychologist in Springfield. He graduated from Harvard College and the Institute for Child Study at the University of Maryland before serving his internship and NIMH Postdoctoral fellowship at Vanderbilt University. Dr. Armstrong is a former Associate Clinical Professor of Psychiatry, Tufts University School of Medicine. He is on staff at Baystate Medical Center and has authored 30 articles or book chapters in clinical psychology. Dr. Armstrong founded The Youth Leadership Circle in Springfield, a voluntary interracial program to assist young people in the city, now in its sixth year. He lives in Hadley with his wife and son. He is a Sunday school teacher at his church.

John Mullin, Ph.D., AICP. Dr. Mullin is professor of Urban Planning at the University of Massachusetts, Director of the Center of Economic Development, and also a Colonel of the Massachusetts National Guard, in which he is Director of Facilities Engineering. He has authored more than 50 books, articles and technical reports in industrial and economic development. He is a University of Massachusetts graduate, received his MBA from Boston University, and his Ph.D. from Waterloo University in Ontario, Canada. He is a Fulbright Scholar and an award recipient from the National Endowment for the Arts. He resides in Pelham, Massachusetts, with his wife and two daughters.

The Planning Group: The founding members have worked to implement 25-member Planning Group for this school. Members of this group are listed in the Appendix.

Institutional Partners: The main partners in our proposal include:

The City of Springfield

Springfield College

Hampshire College, Science department and Center for Innovative Education

The University of Massachusetts, School of Education

Westfield State College

Because of the time pressures in putting this proposal together, we are not submitting letters of support at this time. We will do so when we come to the interview stage.

Facilities and Student Transportation. In its first and possibly second year, The New Leadership Charter School has been offered facilities at the newly renovated High School of Commerce. When the current Van Sickle Junior High School is renovated, in our third year, we anticipate moving there.

These sites are only tentative selections, and are based on the Superintendent's understanding of space available at this writing

Transportation services are through the Springfield school system.

A Day in the Life of a Student. Students will arrive at The New Leadership Charter School by 8:00 AM, when we begin our first Community Meeting. These meetings can take a variety of forms, but all of the activities are designed to provide a safe, care-filled introduction toward the day. We reiterate our emphasis on leadership, and may introduce a biographical statement or sketch of a noted leader. The students' experience the concern of teachers and others about their welfare and feelings. Following this meeting, students will have one 90-minute class in their area of greatest need or inquiry, and one 45-minute class. The classes themselves range from didactic instruction to tutorial and may involve fundamental knowledge and skills or expeditions into new material. After a brief snack break, the student will have three further 45-minute classes before lunch. Physical exercise starts at 2:15 PM and continues until 4:00 PM, at which time the student returns for a final Community Meeting. This last meeting is a check-in allows us to discuss reactions to the day, hopes for the evening or future, or preparations for homework. Students then go home, and prepare for at least two hours' homework in the evening. They may Email their fellow students for help or hints, or offer help to others.

Saturdays are "easier" in the sense that classes are shorter and we do not have lunch together. There is no physical education on Saturdays, either. Students will use these teaching hours to refresh and remediate specific subjects, plan for the coming weekend and the weekends' homework.

Training experiences with the Massachusetts National Guard occur away from the school. Our first exercises include confidence, trust, and group building. Students will be videotaped during these exercises, so they can learn from feedback about their efforts and contribution to the group's success. Later exercises will depend on earlier skills and be physically and mentally challenging to the individual and the group. The detailed daily schedule will be developed in consultation with the Massachusetts National Guard.

Non-instructional Services. Springfield schools shall provide adequate rooms, heating, lighting, utilities, custodial services, transportation, and lunch facilities for the students. When requested by the parents, Springfield schools shall provide Chapter 766 assessments. The Springfield schools also will provide timely and accurate records for all students.

Budget. On the Revenues side, we project that the per-pupil basic reimbursement from the Springfield school system is \$5,726 per year. We further estimate that 20% of the students are eligible for Title 1 supplements, at roughly \$1,000 per student per year per eligible student. (We base this estimate on similar experiences in other charter schools in Springfield.) Because we want to have good communications and quick response times in the school, we plan to provide each student with a laptop computer at enrollment and have an Email network for the school. We are actively seeking outside funds to cover this purchase.

The five-year budget is in line with the collective bargaining agreement between the City and the Springfield Education Association, at this date. As we stated before, the budget includes a supplement to teachers for working beyond the 188 days required in their agreement with the City. In our schedule teachers will also receive seven days per year of professional development. We have assigned two teachers per classroom, a senior "Lead Teacher" and a second, more junior, "Professional Teacher."

The Board of Directors establishes the school's financial policies. We expect annual outside financial audits.

Projected Revenues and Expenses

Students:

	Start-up Phase Feb 1998 to Opening	Year 1 FY 1998-1999	Year 2 FY 1999-2000	Year 3 FY 2000-2001	Year 4 FY 2001-2002	Year 5 FY 2002-2003	Year 6 Provisional FY 2003-2004
		75	150	225	300	375	450
Number of Lead Teachers		3	6	9	12	15	18
Number of Professional Teachers		3	6	9	12	15	18
1. Revenues							
Tuition (@ \$5,726 per student per year)		\$ 429,450	\$ 858,900	\$ 1,288,350	\$ 1,717,800	\$ 2,147,250	\$ 2,576,700
State Grants	\$ 60,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Title 1 (Estimated)		\$ 15,000	\$ 30,000	\$ 45,000	\$ 60,000	\$ 75,000	\$ 90,000
Title 6 (Professional Development, Estimated)		\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Private Funds		\$ 100,000	\$ 100,000	\$ 100,000	\$ 75,000	\$ 75,000	\$ 75,000
Other (Technology Grant)		\$ 100,000	\$ 100,000	\$ 125,000	\$ 150,000	\$ 150,000	\$ 150,000
School Lunch Program Reimbursement	\$ -						
Total Revenues	\$ 60,000	\$ 654,450	\$ 1,098,900	\$ 1,568,350	\$ 2,012,800	\$ 2,457,250	\$ 2,901,700
2. Expenditures							
Professional Salaries							
Director/Headmaster	\$ 25,000	\$ 50,000	\$ 65,000	\$ 75,000	\$ 75,000	\$ 75,000	\$ 75,000
Supervisors							
Lead Teachers (M+12 @ \$46,554)	\$ 10,000	\$ 139,662	\$ 279,324	\$ 418,986	\$ 558,648	\$ 698,310	\$ 837,972
Teachers (IV, 05 @ \$31,768)		\$ 95,304	\$ 190,608	\$ 285,912	\$ 381,216	\$ 476,520	\$ 571,824
Teacher Salary Supplement (See text, \$5,500 per teacher)		\$ 33,000	\$ 66,000	\$ 99,000	\$ 132,000	\$ 165,000	\$ 198,000
Benefits @ 15%	\$ 5,250	\$ 42,745	\$ 80,240	\$ 116,985	\$ 152,230	\$ 187,475	\$ 222,719
Total Professional Salaries	\$ 40,250	\$ 360,711	\$ 681,172	\$ 995,883	\$ 1,299,094	\$ 1,602,305	\$ 1,905,515
Administrative Staff							
Clerical and Support Staff	\$ 7,500	\$ 48,880	\$ 74,880	\$ 74,880	\$ 74,880	\$ 74,880	\$ 74,880
Consultants	\$ 1,000	\$ 10,000	\$ 15,000	\$ 20,000	\$ 25,000	\$ 30,000	\$ 35,000
Other Administrative Staff		\$ 10,000	\$ 12,000	\$ 14,000	\$ 15,000	\$ 16,000	\$ 17,000
Total Administrative Staff	\$ 8,500	\$ 68,880	\$ 101,880	\$ 108,880	\$ 114,880	\$ 120,880	\$ 126,880
Facility							
Supplies, Books, Fees (@ \$500/student)	\$	\$ 37,500	\$ 75,000	\$ 112,500	\$ 150,000	\$ 187,500	\$ 225,000
Office Expenses (@ \$220/student)	\$	\$ 16,500	\$ 33,000	\$ 49,500	\$ 66,000	\$ 82,500	\$ 99,000
Computer Equipment and Facilities	\$	\$ 100,000	\$ 100,000	\$ 125,000	\$ 160,000	\$ 185,000	\$ 200,000
School Lunch Program (@ \$2.25/lunch)	\$	\$ 37,125	\$ 74,250	\$ 111,375	\$ 148,500	\$ 185,625	\$ 222,750
Total Facility	\$	\$ 191,125	\$ 282,250	\$ 398,375	\$ 524,500	\$ 640,625	\$ 746,750
Total Expenditures	\$ 48,750	\$ 620,716	\$ 1,065,302	\$ 1,503,138	\$ 1,938,474	\$ 2,363,810	\$ 2,779,145
Retained Assets	\$ 11,250	\$ 33,734	\$ 33,598	\$ 65,212	\$ 74,326	\$ 93,441	\$ 122,555

Human Resources. We have planned on two teachers per classroom of 25 students. The preceding page gives the total number of teachers. By the sixth year we plan to have a faculty of 36 teachers. The hiring criteria include demonstrated experience in education, area of educational excellence and certification, and youth leadership. We intend to identify educators in the area who can add a dimension of personal commitment to their relationship with the young people.

The salary range is specified in the collective bargaining agreement between the City and the Springfield Education Association. At this writing, the range is from \$27,018 (Level IV Step 1) to \$52,122 (Level VII, Step 15) for teachers.

We have built in seven days per year for professional development, away from the tasks of teaching. Incoming teachers will take a mandatory five-day seminar at the Northeast Foundation for Children in Greenfield, in the third week in July. This seminar sets the tone and method for all Community Meetings and will give incoming teachers a better sense of The New Leadership Charter School's methods of establishing socially and emotionally responsive classrooms.

Faculty and administrators will be evaluated by observation (as is done in the larger system) and by educational benchmarks established at the beginning of the year.

All provisions of the collective bargaining agreement apply in The New Leadership Charter School.

Action Plan. We plan to open Monday, July 6, 1998. Here is our preliminary time-line for various tasks:

Task	Date	Responsibility
Identification and installation of Board members	March, 1998	Founding group
Director/Headmaster hired	April, 1998	Board
Teachers hired	April-June, 1998	Director/Headmaster
School building and physical education facilities identified	February-May, 1998	Director/Headmaster, officials from the Springfield school department, and Springfield College officials
Pupil recruitment and information sessions	March-June, 1998	Director/Headmaster Board Urban League community outreach programs
Curriculum planning and implementation for 1998-1999 school year.	March-June, 1998	Director/Headmaster Teachers

Task	Date	Responsibility
Professional training for newly hired teachers	April, 1998	Director/Headmaster, Consultation with NEFC
	July, 1998	New teachers, Seminar with NEFC
Preparation for first National Guard Leadership training	May, 1998	Board
	August, 1998	Director/Headmaster Teachers Massachusetts National Guard

Appendices to the Proposal
The New Leadership Charter School

Members of the Planning Group

Name	Institutional Contact
Lt. Col. Ron Senez	Massachusetts National Guard, Commander 1-104 Infantry Battalion. This battalion will be the "host battalion" for The New Leadership Charter School in the National Guard.
Jane Sapp	Musician, singer-songwriter, artist and educator. Director, Voices of Today youth choir. An experienced nationally-known musician and guest director of chorale groups throughout the country, and educator in the U.S., Africa, Europe, and Canada.
Paul Wiley	Principal, Crocker Farm Elementary School, Amherst School System
Yvonnia Wise	Educator, The Youth Leadership Circle. Youth program coordinator, Wells Federal Credit Union.
Sandra Cook	Educator, The Youth Leadership Circle. Former teacher, Springfield school system.
Gabrielle Charest, Ed.D.	Principal, Springfield, VT, High School; former Assistant Principal, Agawam High School.
Pam Porter	Consulting teacher, Northeast Foundation for Children; implemented responsive classrooms in Springfield, MA (Milton Bradley School) and Washington, D.C. An ordained Episcopal priest.
Chip Wood	Cofounder, Northeast Foundation for Children, Greenfield, MA. Coordinator and consultant on developmental education; author of two books.
Ljuba Marsh	Principal and Founding member, Pioneer Valley Performing Arts Charter School, Hadley, MA. Founding member, Hampshire Shakespeare Company. Author.
Mary Olson, LICSW	Psychotherapist and founding member, Northampton Institute for Family Therapy; Faculty member, Smith College School of Social Work
Karen Haeberle, Ph.D.	Clinical Psychologist, Springfield, MA. Former director of Group Psychotherapy, Child and Adolescent Psychiatry, Baystate Medical Center
Imani Woodford Salaam, M.Ed.	Special educator, Atlanta, GA; formerly, Springfield, MA, at William N. DeBerry Elementary School.
Charlotte Wilkerson, R.N.	School nurse educator, Central High School, Springfield, MA
Elliott Dyer, Ed.D.	Supervisor, Art Education and Technology, Springfield, MA

Arthur Carrington	Educator and professional tennis coach. Over 50 of Mr. Carrington's students have been ranked nationally.
Madeline Marquez	Hampshire College, Amherst, MA. Director, Center for Innovative Education.
Janet Vergne, LCSW	School Counselor, Springfield school system (Milton Bradley School).
Portia Elliott, Ed.D.	Professor, Curriculum design and assessment, University of Massachusetts, Amherst, MA
Bailey Jackson, Ed.D.	Dean, School of Education, University of Massachusetts
John Carey, Ph.D.	Associate Dean, School of Education, University of Massachusetts
Lolly Templeton, Ed.D.	Coordinator, K-12 Academic Outreach and Continuing Education, School of Education, University of Massachusetts
William H. Lopes, Ph.D.	Senior Vice President, Academic Affairs, Westfield State College
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Randolph Bromery, Ph.D.	President, Springfield College
Kathleen Riordan	Director of World Languages, Springfield school system.
Amos Bailey	Pastor, Christian Hill Baptist Church; Teacher, Springfield school system; Former coordinator, Mayor's Task Force on Youth and Violence
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Table 1. Accountability Plan Common Format.

Leadership
Mathematics, 7th Grade.²⁰
Science and technology, 7th Grade.²¹
English and English Literature, 7th and 8th Grades
World Languages (Latin; French or Spanish), introductory levels
History, 7th and 8th Grades
Music and Performing Arts, 7th and 8th Grades

Student based:

Expectation	Strategy for Attainment	Progress Indicators	Measurement Tools
Leadership: All students will participate in four one-week leadership training experiences in their first year and demonstrate (1) sustained attention, (2) direction-following, (3) group cohesion, and, (4) when asked, ability to perform leadership skills such as goal setting, explanation, correction, and motivation. (5) valid self-assessment skills All students will demonstrate beginning knowledge of and capability in leadership functions of	The Massachusetts National Guard outdoor training units' instruction based on both ropes courses and leadership tasks. Teacher instruction and classroom discussion in the classroom. Teacher instruction of leadership as an area of study, leadership needs and styles.	All students will pass a ropes confidence course. All students will demonstrate ability to assist another student in physical tasks. All students will demonstrate ability to explain clearly a task at hand, outline obstacles to success, create a simple and understandable plan of action which is accepted by all team members.	Observation of success. Performance-based rating scales. Observation and formal instructor-based rating instruments; also, group-wide processing and feedback. Massachusetts National Guard based ratings of

²⁰ The list contained in this Prospectus does not exhaust the range of Expectations, but does provide examples of the skills and competencies that The New Leadership Charter School aims at.

The mathematics curriculum is defined by two primary sources: *The Curriculum and Evaluation Standards for School Mathematics* (National Council of Teachers of Mathematics) and the benchmarks found in *Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education* (Mid-continent Regional Educational Laboratory, 1997).

²¹ The science and technology curriculum is based on several sources: The reflective standards curriculum being developed at Hampshire College, the Mid-continent Regional Educational Laboratory benchmarks found in *Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education* (2nd ed.), and The Edison Project's *Student Standards for the Junior Academy*.

<p>(1) planning (2) tracking followers (3) clear communication (4) group membership (5) tension management (6) trustworthiness</p>	<p>Outdoor physical training.</p>	<p>All students will be able to name specific leaders' characteristic leadership style. All students will pass basic physical training exercises for leadership training.</p>	<p>leadership. Video playback of accomplishments, evaluated by teachers and students.</p>
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<p>Mathematics All students</p> <p>(1) Will use a variety of strategies to solve problems (by identifying problem types, breaking complex problems into simpler components, working backwards from solutions to arrive at constituent questions, representing real-world problems with geometric models, identifying similarities and differences in a wide variety of problem types and strategies).</p> <p>(2) Will understand and apply basic and advanced properties of the concept of numbers (by understanding differences and similarities between rational and irrational numbers, understanding the role of integers in the number system, understanding the relationship of prime numbers to other numbers, by expressing numbers as powers of bases such as 2, 10, and e);</p> <p>(3) Will use basic and advanced procedures while performing computations (basic arithmetic facts, estimation, mental arithmetic, algorithm development);</p> <p>(4) Will understand and apply basic and advanced concepts of measurement (concept of rate, perimeter, formal metric systems and conversion between systems, significant places, accuracy, map and geometric representations, indirect measurement, powers of measurement);</p> <p>(5) Will understand and apply basic and advanced concepts in geometry (symmetry, distance, midpoints, slope, three dimensional representation, geometric transformation, able to visualize transformations, ratios, distortion of transformations, able to solve real-world problems)</p> <p>(6) Will understand and apply basic and advanced concepts of probability and statistics (sample and sampling error, probability of an event, gathering data for familiar situations, comparison of samples and samples to populations, more and less likely)</p> <p>(7) Will understand and apply basic and advanced data analysis techniques (such as mean, median, mode, trends</p>	<p>Forty-five to ninety minutes per day classroom instruction.</p> <p>Expeditionary field trips, two per semester.</p> <p>Visits to science museums (Holyoke, Boston), one per semester.</p> <p>Introduction of broad technology base into the classroom instruction, including computers, video, telecommunications, audio.</p> <p>Mathematics journal writing.</p> <p>Database construction.</p> <p>Daily, as part of mathematics instruction.</p>	<p>All students will create formal number projects for presentation to the class.</p> <p>All students will complete measurement projects (e.g., measuring the height of a building indirectly in two different ways).</p> <p>All students will prepare a portfolio project each semester, describing some basic mathematics expectation.</p>	<p>Teacher based pencil-and-paper teacher assessments (quizzes, tests);</p> <p>Standardized achievement tests (Iowa)</p> <p>Portfolio of mathematics projects</p> <p>Mathematics journals ("What did I learn today? What enabled me to learn this?") reviewed by other students and teachers.</p>
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<p>in tables and graphs, the concept of necessary statistics, extrapolation from available data)</p> <p>(8) Will understand and apply the basic and advanced properties of functions (algebra as a compact language, symbolic representation, coordinates on graphs, equation, properties of $=, >, <$, concept of functional relationships, cross tabulation, substitution into formulas, solving real-world problems with one or two variables, algebraic simplification).</p>			
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Expectation	Strategy for Attainment	Progress Indicators	Measurement Tools
<p>Science, 7th grade</p> <p>All students will</p> <p>(1) understand and be able to converse on basic features of the Earth (the solar system constituents, physical layering of Earth, composition and structure of the atmosphere, clouds, water vapor cycle, climate implications of atmospheric composition, tilt of the Earth's axis, sunlight, seasons, revolution around the Sun, differential heating and cooling, and energy sources)</p> <p>(2) understand and be able to converse on basic Earth processes (composition of soil, fertility, erosion and resistance to erosion, plant roots and debris, bacteria, fungi, worms, and other life forms; cycle of sand and re-cementing of minerals and rocks; composition and creation of land forms and construction and destruction of crustal formation and deformation, volcanoes, deposition of sediment, weathering, geological time lines and historiographic evidence of life on Earth)</p> <p>(3) understand and be able to converse on the composition and structure of the universe and Earth's place in it (the Sun as a medium sized and aged star, galaxy membership, formation and deformation, planet organization, moon organization, concept of universal gravitation, geometric laws of Kepler and Newton, basic facts about Earth-moon relationships (geological time lines, tides, phases), Earth and Milky Way as one of many such galaxies, distances involved)</p> <p>(4) understand and be able to converse about the diversity and unity that characterizes life (plants, energy sources, energy transport, cell and cell theory, metabolism, global food chains and mechanisms, organism classification systems, variety of body plans and parts, asexual and</p>	<p>Forty-five minutes per day classroom instruction.</p> <p>Expeditionary field trips, two per semester. Elaboration of the concept of relational knowledge.</p> <p>Visits to science museums (Holyoke, Boston), one per semester.</p> <p>Introduction of broad technology base into the classroom instruction, including microscopes, spectrographs.</p> <p>Science journal writing.</p> <p>Construction of experiments and demonstrations, concept of variant and aberrant results.</p> <p>Daily, as part of science instruction.</p>	<p>All students will create and present formal science projects for presentation to the class.</p> <p>All students will complete science projects or demonstrations for a school-wide semi-annual science fair, to include the topics discussed in class (e.g., tectonic plates, water vapor condensation and air pressure and temperature).</p> <p>All students will prepare a portfolio project each semester as part of the Expeditionary field trips, describing some basic earth or life science idea or question.</p>	<p>Teacher based pencil-and-paper assessments (quizzes, tests).</p> <p>Standardized achievement tests (Iowa)</p> <p>Portfolio of science projects. Oral presentation.</p> <p>Science journal writing ("What did I learn today?" and "What enabled me to learn this?")</p>

<p>sexual reproduction of organisms)</p> <p>(5) understand and be able to converse about the transfer of biological characteristics from one generation to the next (time-limited individuals in a species' time-line; meiotic and meiotic reproduction, DNA and its central information-carrying function, heritability of traits, dominant and recessive gene expression, selective breeding and DNA gene engineering)</p> <p>(6) understand and be able to converse about the general structure and function of cells in organisms (living systems complementarity of structure and function, cells, tissues, organ systems, growth and division of cells, specialization within multicellular systems, distinctive structure and function of multicellular structures, basic concept of balance and disease)</p>			
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Expectation	Strategy for Attainment	Progress indicators	Measurement Tools
<p>English and English Literature, 7th and 8th grades.</p> <p>All students will</p> <p>(1) Demonstrate competence in the general skills and strategies of writing, and will</p> <p>Use direct feedback from peers to revise content</p> <p>Draft, revise, edit and proofread written work</p> <p>Write for public and private audiences</p> <p>Demonstrate beginning competence in expository writing, persuasive essays, essays that speculate on a problem or solution, or causes and effects.</p> <p>Demonstrate competence in writing a biographical sketch, narrative account</p> <p>Use footnotes in a correct form</p> <p>(2) Demonstrate competence in stylistic and rhetorical aspects of writing, including descriptive language (tone, mood, and figurative language), paragraph form, and some explicit transitional devices;</p> <p>(3) Use grammatical and mechanical conventions in written composition, including simple and compound sentences,</p>	<p>Forty-five minutes per day classroom instruction.</p> <p>Expeditionary field trips, two per semester. Elaboration of the concept of relational knowledge.</p> <p>Visits to library with required text readings.</p> <p>Introduction of broad technology base into the classroom instruction, including card catalogues, computer searches, Internet.</p> <p>English journal writing.</p> <p>Writing demonstrations,</p>	<p>All students will create formal written and oral projects for presentation to the class.</p> <p>All students will complete writing and research projects for the class and teacher.</p> <p>All students will prepare a portfolio project each semester, describing some basic problem that requires clear communication in English.</p> <p>Progress on testing skills.</p>	<p>Teacher based pencil-and-paper assessments (quizzes, tests).</p> <p>Standardized achievement tests (Iowa)</p> <p>Portfolio English projects. Oral presentation.</p> <p>English journal writing ("What did I learn today?" and "What enabled me to learn this?")</p>

<p>pronouns and their object, nouns, verbs, adjectives, adverbs, prepositions, interjections, spelling conventions, punctuation, standard format;</p> <p>(4) Gather and use information for research purposes, including topics for interviews, questions, use the card catalog, Readers' Guide to Periodic Literature, a variety of resource materials for a research paper;</p> <p>(5) Demonstrate competence in reading, including asking interesting questions to be asked while reading, establishes and adjusts a purpose for reading, represents abstract information explicitly in mental pictures, demonstrates a strategy to define and extend meanings of words and text, develops a strategy to clarify confusing parts of a text, and reflects on learning and personal responses to texts;</p> <p>(6) Demonstrate competence in general skills and strategies for reading a variety of literary texts, including fiction, nonfiction, myths, poems, fantasies, biographies, autobiographies, science fiction, tall tales, supernatural tales; identifies specific questions of personal importance and elements of complex plot development, makes inferences and draws conclusions about story elements and specific literary devices (foreshadowing, etc.) and point of view in a literary text;</p> <p>(7) Demonstrate competence in skills and strategies for reading a variety of informational texts, including textbooks, biographical sketches, letters, diaries, directions, procedures, magazines, essays, primary source historical documents, editorials, etc;</p> <p>(8) Demonstrate competence in public speaking and listening as tools for learning, including a variety of roles in group discussions (active listener, discussion leader, facilitator); asking questions to seek elaboration and clarification of ideas; listening to understand a topic, purpose, or perspective; presenting simple ideas to the class, with explicit techniques for oral presentations.</p>	<p>homework for language mechanics.</p> <p>Daily instruction, as part of English instruction.</p> <p>Test-taking skills, both written and standardized, once weekly or biweekly.</p>	
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Expectation	Strategy for Attainment	Progress Indicators	Measurement Tools
<p>World Languages (Latin; French, or Spanish) All students will:</p> <p>(1) Use the language to note conversations, express feelings, exchange opinions or information, including verbal and written exchanges to share personal information, data, and opinions; to plan events and activities with others; to express an understanding or lack of understanding and ask for more information, with verbal and non-verbal cues; to give or follow directions for travel and other tasks;</p> <p>(2) Comprehend and interpret written (Latin) and spoken language (French and Spanish), including main ideas and themes, as well as some details, from ability-appropriate media (radio, television, live presentation);</p> <p>(3) Present information, concepts, and ideas to an audience of listeners or readers on topics of shared personal interest in one's daily life at home or school, cultural or written works appropriate to developmental level, write short notes or letters, and can summarize the plot of brief descriptions;</p> <p>(4) Demonstrate knowledge and understanding of traditional ideas and perspectives, institutions, professions, literary and artistic expressions, and other components of the language's culture, including adolescents' games such as card games, board games, outdoor activities; cultural traditions and celebrations (holidays, birthdays, "coming of age" celebrations, seasonal festivals, recreational gatherings); patterns of behavior appropriate to the adolescent age group (dating, telephone use, etiquette); utilitarian forms of the target culture such as education, means of transportation, rules that apply to the peer group in the culture and their significance;</p> <p>(5) Recognize different patterns to communicate and apply this knowledge to English, including the concept of idiomatic expressions and media within the culture.</p>	<p>Forty-five minutes per day classroom instruction.</p> <p>Video and audio tape practice (French or Spanish)</p> <p>Introduction to the methods of classroom instruction, including audio and video tapes, "language meals," club activities.</p> <p>Language journal writing.</p> <p>Writing demonstrations, homework for language mechanics.</p> <p>Daily instruction, as part of World Language instruction.</p> <p>Test-taking skills, both written and standardized, once weekly or biweekly.</p>	<p>All students will create formal written and oral projects for presentation to the class.</p> <p>All students will complete writing and research projects for the class and teacher.</p> <p>All students will prepare a portfolio project each semester, describing some basic problem that requires clear communication in their language.</p> <p>Tests on fundamental skills and vocabulary, weekly.</p>	<p>Teacher based pencil-and-paper assessments (quizzes, tests).</p> <p>Standardized achievement tests are not available for first or second-year students.</p> <p>Portfolio World Language projects.</p> <p>Oral presentation and evaluation.</p> <p>World Language journal writing ("What did I learn today?" and "What enabled me to learn this?")</p>

Expectation	Strategy for Attainment	Progress Indicators	Measurement Tools
History, 7th and 8th Grades All students will (1) Understand and know how to analyze chronological relationships and patterns, including how to diagram the temporal structure of events in autobiographies, biographies, literary and historical narratives; how to construct and interpret multiple tier time lines with social, economic and political developments; how to calculate calendar time and determine the onset, duration and ending dates of historical events and developments, and how to periodize events into broadly defined eras; (2) Understand the historical perspective, including the specific individuals and values held in historical time, the specific ideas and beliefs of a specific period of history, the “chance events” in periods of history, the effects of specific decisions, the impact of newly discovered or unearthed records, interpretations, or critical insights; (3) With specific applications the U.S. and World History	Forty-five minutes per day classroom instruction. Video and audio tape records. Introduction to historical methods, historiography Use of historical records, files, archives, and libraries. Writing demonstrations, homework. Daily instruction, as part of History instruction. Test-taking skills, both written and standardized, weekly	All students will create formal written and oral projects for presentation to the class. All students will complete writing and research projects for the class and teacher. All students will prepare a portfolio project each semester, describing some basic problem that requires clear communication in their language. Tests on fundamental skills and knowledge, weekly.	Teacher based pencil-and-paper assessments (quizzes, tests). Standardized achievement tests are not available for first or second-year students. Portfolio of history projects. Oral presentation and evaluation. History journal writing (“What did I learn today?” and “What enabled me to learn this?”)

Expectation	Strategy for Attainment	Progress Indicators	Measurement Tools
Music and Performing Arts, 7th and 8th Grades All students will (1) Sing, alone and with others, a variety repertoire of music, using good breath control, expression, and technical accuracy within a modest range and with changes in tempo, key, and meter, including music in three parts and diverse genres; (2) Perform on instruments of choice (band or orchestra instrument, keyboard, fretted instrument) accurately and independently, alone and in small and large ensembles, with good control; (3) Improvise melodies, variations and accompaniments, including harmonic accompaniments, melodic embellishments and simple rhythmic and melodic variations; (4) Read and notate music, including sixteenth and dotted	Daily instruction, forty-five minutes. Classroom time and additional practice time, as required, for practice and rehearsals. Outside volunteer parents and music or drama teachers, as required. Video and audio tape records. Development of personnel on	Development of The New Leadership Charter School chorus, with performances within and outside the school community. Demonstrated interest and competence in musical and dramatic events, including various genres of art and theater. Twice per semester formal performances outside the school community. Weekly get-togethers that amplify the musical connections within the school community (Friday evenings).	Performance measures, akin to “Voices of Today” or “New Liberation Youth Choir.” Portfolio of students’ performances. Publication of plays, or dramatic pieces, or musical compositions.

notes and rests , 2/4, 3/4, 4/4, 6/8, 3/8 and alla breve 2/2 meter signatures; in both treble and bass clefs; and with standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression; (5) Know and apply appropriate criteria to music and music performances, including being able to identify specific musical events (e.g., entry of oboe, change of meter, return of refrain when listening to music); how elements of music are used in various genres and cultures; the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions; (6) Understand the relationship between music, culture, and history, such as how distinguishing characteristics of instrumentation, texture, rhythm, melodic lines and form, represent music genres and styles from a variety of cultures; (7) Demonstrate competence in writing scripts, including how dialogue, description, and action are used to discover, articulate, and justify character motivation; (8) Use acting skills, including sensory recall, concentration, breath control, diction, body alignment in characterization; interacting as an invented character in improvised and scripted scenes; inventing character behaviors on the observations of interactions, ethical choices, and emotional responses of people; (9) Design and produce informal productions, including the understanding and functions of scenery, properties, lighting, costumes, makeup in creating dramatic environments; the technical requirements for various improvised and scripted scenes; focused ideas for the environment using visual elements and principles, and aural qualities, toward the goal of signification; (10) Direct scenes and productions, including multiple interpretations of visual and aural productions, the selections of scripts, texts, interpretations, and conducting rehearsals; (11) Understand how theater, film, television, and other media create and communicate meaning, including publicity, study guides, programs, physical environment, perception,	staff to explicate elements of music and drama. (Shakespeare & Company, The Mount, Lenox, MA.)	
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and the journey from written to nonprint sources of dramatic avenues.			
School based:			
Expectation	Strategy for Attainment	Progress Indicators	Measurement Tools
All parents will:			
(1) Participate in school-wide suppers, pot lucks, and movies (2) Have a minimum of 12 conversations per semester with the teaching team (3) Volunteer support to other students in the class, to develop class-wide cohesion (4) Accept responsibility and accountability for personal discipline of their child (5) Articulate new approaches that may assist their child in the instructional program.	"Non-problem contact" strategy, e.g., pot luck dinners, suppers, movies, team-based activities with the students and parents Weekly school-wide social activity. "Word of the Day" demonstrations.	Positive school-wide behavioral assessment. Positive classroom-wide behavioral assessment. Reduction of "discipline" "problems" by appropriate classroom based assessment and intervention and team building.	Student journal writing. Formal parent survey. Parent self-report. "Success Fair" stories. Faculty contact counts.
The student body will (1) work to demonstrate support for their parents and teachers by basic evidence of personal respect and respect for elders (2) participate in team building within the classroom group (3) participate in leadership building within the school (4) work to avoid conflicts with students from other schools or classes	Social and emotionally responsive team building exercises in the classroom, while on leadership training, while in physical activity training (e.g., constant check-ins, "recognition" exercises, assistance to "outliers" and students with problems). Twice daily, or after each class or expedition.	Appropriate demonstration of respect and adherence to school codes (e.g., standing when adults enter the room, looking adults in the eye, absence of silliness, adherence to dress code and honor code, expressions of connection, appreciation, support, and encouragement throughout the student body manifested toward the faculty).	External observer and consultant comments and analysis.
The faculty will (1) Demonstrate respect, caring, affirmation, and discipline in its daily interactions with students and other faculty (2) Welcome frequent parental contact into the classroom and the school (3) Develop affirmative relationships with all parents (4) Serve as models of leadership for the students and parents	Faculty recruitment, toward the goal of social and emotionally responsive environment; faculty training and professional development; outside consultation to the faculty. Weekly staff meetings and seminars.		

